

Curriculum Mapping History Department

Year 8 – Stuarts / Industrial Revolution / Intro to 20th century

Big Question	Small Questions	Homework	Teacher Feedback Points	Assessment
Why do people disagree on whether James I & VI was an effective monarch?	<ul style="list-style-type: none"> • How significant was it that James was Scottish? • How reliable are the accounts of James's habits? • How clever was James I? 	"Swot" analysis of James	Task on James's weaknesses / failings as a monarch	Interpretation style source question on James
Why did a group of Catholic plotters try to blow up Parliament in 1605?	<ul style="list-style-type: none"> • Why did some Catholics turn to "terrorist" plotting? 	Recap exercise on religion under the Tudors	Recap task – context of religion	
Were the Gunpowder Plotters framed?	<ul style="list-style-type: none"> • Why was the Plot discovered? • Was the Plot "set up" by Robert Cecil / 	See tbf / assessment activities	Chart on sources – evidence / reliability	Interpretation exercise on Plot – see old ISA Speech for prosecution / defence of the Plotters

	James's government?	Watch Nick Knowles programme on Firefly – what does this suggest?		
Why did Civil War break out in 1642?	<ul style="list-style-type: none"> • Why was Charles I an ineffective monarch? • How was religion a key factor in the coming of Civil War? • Why was Ship Money controversial? • How did events in Scotland and Ireland help trigger the Civil War? 	<p>Exercises based on portraits</p> <p>Summary / mind map exercise of finance and the personal Rule</p> <p>Chart of causes of Civil War 1640-42 eg Irish Rebellion / Grand Remonstrance / 5 Members</p>	Factual exercises on Personal Rule eg finances / religion	<p>Justification of / interview with either Charles or John Pym, explaining why their side was right</p> <p>“3 Sources” style question on causes of Civil War</p>
What was fighting like in the English Civil wars?	<ul style="list-style-type: none"> • What were the roles of pikemen / musketeers / cavalry? 	Revise for factual test	Factual tasks on different elements within armies	Why did Parliament win the Civil War?

	<ul style="list-style-type: none"> • Why did the new Model Army win the war? • What impact did the Civil War have on civilians? 	<p>Take one type of soldier and explain equipment / weapons / tactics and role</p> <p>Do exercises on impact on civilians</p> <p>Source evaluation style questions on impact of civil war</p>	<p>Source based task on impact of the war on civilians</p>	<p>Creative writing on nature of Civil War</p>
<p>Why was the King executed?</p>	<ul style="list-style-type: none"> • What happened at the trial and execution? • Was there an alternative? • Why did the King wear two shirts? • Did most people agree with the 	<p>As tbf / ass</p>	<p>Factual task / quiz on key elements eg Pride's Purge / trial / execution</p>	<p>Source based questions on trial / execution</p>

	execution of the King?			
Was Oliver Cromwell a “hero” or “villain” [and why do people (still) disagree?]	<ul style="list-style-type: none"> • Why did / do some people think of Cromwell as a hero and others as a villain? • Was Cromwell a war criminal in Ireland? • Did Cromwell make England a more tolerant society (especially in regard to religion)? 	<p>Ireland tasks</p> <p>Source based tasks / images of Cromwell – why different?</p> <p>Prep for assessment</p>	<p>Tasks on Cromwell and religious toleration / Ireland / “godly rule”</p> <p>Source based exercise on Cromwell and Ireland</p>	<p>Was Cromwell a “Hero” or “Villain”?</p> <p>Source based interpretation essay</p>
How was London affected by Plague and Fire?	<ul style="list-style-type: none"> • Why was Charles II restored to the throne? • Who was Charles II? • What caused the Plague? • What caused the Fire? • How do we know so much about both? 	<p>Research on plague / fore / Glor Rev / Scientific Rev</p>	<p>Research tasks</p>	<p>Group presentations</p>

Year 8 part 2 – the Industrial Revolution

Big Question	Small Questions	Homework	Teacher Feedback Points	Assessment
<p>Overview – how did Britain change c1750-1900?</p>	<ul style="list-style-type: none"> • What is meant by “Industrial Revolution”? • How was a typical person of 1750 different to a typical person of 1900? 	<p>Compare 1750 to 1900 – pictures exercise (from Heinemann)</p> <p>Tasks on specific areas eg population, health, work</p>	<p>Tasks on changes in particular areas eg population / work and industry / health and medicine / role of women</p>	<p>Tasks on significance of changes</p>
<p>Why was population change significant?</p>	<ul style="list-style-type: none"> • Why did the population go up so rapidly? • How did the demography of Britain change? • What impact did the rise in population have on Britain? 	<p>See tbf / assessment exercises</p>	<p>Factual exercise eg gap filling on causes and consequences of population growth</p>	<p>How did rising population have an impact on other areas / lead to other changes?</p>
<p>How and why did farming change?</p>	<ul style="list-style-type: none"> • Why was improvement needed? 	<p>Tasks on changes from booklet</p>	<p>Enclosure – how was it a change</p>	<p>Farmer’s letter</p>

	<ul style="list-style-type: none"> • What was the significance of enclosures? • How did new machines / new techniques improve farming? 	Explain significance of enclosure / who gained, who lost from enclosure	and why was this significant?	
What was the result of changes to the manufacture of textiles?	<ul style="list-style-type: none"> • What new machines were invented in textiles? • Why were changes in textile production significant? • What was the most important change and why? 	Textile machine chart	Chart on new textile machines Differences between domestic and factory based work	Tasks on significance of changes / new machines
Were factories "hell", especially for children?	<ul style="list-style-type: none"> • Why were children employed in factories? • How / were children mistreated? • How far can sources depicting factories in this period be trusted? 	As tbf Child labour essay as assessment	Source evaluation tasks on specific sources that will feed into assessment	Interpretation essay on factories and child labour from old ISA
Why was the impact of steam significant?	<ul style="list-style-type: none"> • What were the roles of Newcomen, Watt, Boulton, Murdoch? 	Research on individuals	Factual task on roles of different individuals	

	<ul style="list-style-type: none"> Why was the application of steam significant? 	Significance of steam		
Why were public health conditions so poor?	<ul style="list-style-type: none"> Why were cities so crowded? Why did diseases like cholera spread? How far are sources on cholera useful or reliable? 	Source questions on cholera [ass]	Explain why disease / public health was a serious issue in 19 th century Britain	Source questions on cholera
How did transport change in the period, and with what results?	<ul style="list-style-type: none"> Why did Britain need a more effective transport system in the Industrial Revolution? What was the chronology of changes to transport? Why did railways have a particularly significant impact? 	<p>Timeline task</p> <p>Heads and tails task</p> <p>Liverpool to Manchester tasks</p> <p>Impact of railways questions</p>	Chronology task on improvements to transport / factual tasks [chart] on role of individuals	<p>Question on significance / impact of railways</p> <p>“Invest in the railways” letter</p>
Was the British Empire a “good thing”?	<ul style="list-style-type: none"> Why did Britain acquire an “Empire on which the sun never set”? What were the effects of Empire on Britain? 	<p>Empire chart</p> <p>Research on Imperial figures like Clive, Gordon,</p>	Chart of positives / negatives of Empire for both Britain and colonies	<p>Interpretation style question judgement on the Empire</p> <p>Imperial hero eg Clive, Gordon – how has</p>

	<ul style="list-style-type: none"> • What were the effects of Empire on the colonies? • What are the legacies of Empire today? 	prep for assessment task		interpretation of them changed?
Why did slavery grow and why was it abolished?	<ul style="list-style-type: none"> • Why was Britain involved in the Slave Trade? • What was the “Middle Passage”? • Why was Olaudah Equiano significant? • Why did opposition to slavery grow? 	<p>Source based evaluation questions</p> <p>Compare different elements of the campaign against slavery</p>	<p>Role of different elements in opposition to slavery</p> <p>Case studies of pieces of evidence – Olaudah’s memoirs / Dido Belle portrait</p>	Source based questions on slavery – message, compare etc
Why were there debates about reforming Parliament in the 1800s?	<ul style="list-style-type: none"> • How was Parliament unrepresentative? • How significant was the Great Reform Act of 1832? • Who were the Chartists? • How important was Chartist protest? 	<p>How is Parl elected now? How is this different to c 1815?</p> <p>Were the Chartists a success or a failure?</p>	Comparison of Parliament in 1800 and today	Interpretation piece – were the Chartists a failure?

<p>Is the term “Industrial Revolution” a valid description of the period?</p>	<ul style="list-style-type: none">• What do we understand by the term “Industrial Revolution”?• What changed little in the period?• What changes are the most significant and why?• Does the Industrial Revolution represent progress?	<p>Prep for assessment essay</p>	<p>Summary of changes / continuity</p>	<p>Essay on how Britain changed 1750 to 1900</p> <p>Year 8 exams</p>
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Britain 1900 to 1918 – introduction to the 20th century

Big Question	Small Questions	Homework	Teacher Feedback points	Assessment
<p>Who did more to win women the vote – the Suffragettes or Suffragists?</p>	<ul style="list-style-type: none"> • How had the position of women changed / stayed the same in the 1800s? • Why did the disenfranchisement of women become an issue in the late 1800s? • What were the arguments for and against women voting? • Who were the Suffragists, and how did they campaign? • Who were the Suffragettes, and how did they campaign? • What happened at the Derby in 1913? • Did the actions of the Suffragettes help or 	<p>Source questions</p> <p>Chart summarising diffs between suffragettes and suffragists</p> <p>Watch Emily Davison clip and do exercises relating</p>	<p>Differences between suffragists and suffragettes</p> <p>Exercises on Emily Davison</p>	<p>Source based questions on Suffragettes – see old GCSE</p>

	<p>hinder women getting the vote?</p> <ul style="list-style-type: none"> • How significant was WW1 in women being granted the vote? 			
<p>Why did WW1 break out in 1914?</p>	<ul style="list-style-type: none"> • How did rivalry between Britain and Germany help create the conditions for war? • How did rivalry between Germany and France help create the conditions needed for war? • How significant was the Alliance System in causing WW1? • What incident sparked off the war? • If Franz Ferdinand had not been shot, does that mean WW1 would not have taken place? 	<p>TBF / assessment exercises</p> <p>Mind map of causes of Anglo-German rivalry</p>	<p>Summary of different factors</p> <p>If Franz Ferdinand had survived assassination attempt, does that mean WW1 would not have occurred? EYA</p>	<p>Spy's report on causes of WW1</p>
<p>Why was there a stalemate on the Western Front?</p>	<ul style="list-style-type: none"> • Why was the war not "over by Christmas"? • What was the nature of trench warfare? • What problems faced soldiers in the trenches 	<p>Source based activities</p>		<p>Letter from the trenches</p>

<p>[extends into year 9]</p>	<p>(and why did they endure them)?</p> <ul style="list-style-type: none">• Why was it difficult to attack on the Western Front?			
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